DOCUMENT RESUME

ED 158 411 EA 010 838

| | |
|---|---|
| TITLE | Guidelines for the Implementation of New Hampshire Accountability Plan. |
| INSTITUTION | New Hampshire State Dept. of Education, Concord. |
| PUB DATE | Apr 78 |
| NOTE | 20p. |
| EDRS PRICE | MF-$0.83 HC-$1.67 Plus Postage. |
| DESCRIPTORS | Academic Achievement; *Educational Accountability; Educational Objectives; Guidelines; Program Descriptions; State Programs |
| IDENTIFIERS | *New Hampshire |

ABSTRACT

When implemented by local school districts, the guidelines in this document should result in a process that will produce a consistent link between educational outcomes and planning. By June 1981, each local school district must complete each of the following steps. (1) Develop essential student outcomes for both state-mandated and locally designated fields of learning. (2) Develop performance indicators for all essential outcomes. (3) Design and carry out sound assessment procedures. (4) Analyze the assessment data. (5) Report assessment results to the state department of education and the local community. (6) Develop a management plan based on assessment results. Guidelines for accomplishing these six steps are presented along with suggested essential student outcomes for the state-mandated learning fields of English language arts, mathematics, and history and government. (Author/IRT)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED158411

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# GUIDELINES
## for the
# IMPLEMENTATION
## of
# NEW HAMPSHIRE ACCOUNTABILITY PLAN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Office of the Commissioner
New Hampshire Department of Education
Concord, New Hampshire

April 1978

"Live Free or Die"

EA 010 838

GOVERNOR OF NEW HAMPSHIRE

Meldrim Thomson, Jr.

THE EXECUTIVE COUNCIL

| | |
|---|---|
| District No. 1 | Raymond S. Burton, Woodsville |
| District No. 2 | Malcolm McLane, Concord |
| District No. 3 | Dudley W. Dudley, Durham |
| District No. 4 | Louis D'Allesandro, Manchester |
| District No. 5 | Bernard A. Streeter, Jr., Nashua |

NEW HAMPSHIRE STATE BOARD OF EDUCATION

William P. Bittenbender, Deering
Chairman

Mrs. Cathrine R. Caouette, Contoocook

Ivah A. Hackler, Auburn

George F. Hurt, Laconia

Marianne H. Noyes, Ed.D., Salem

Edward C. Sweeney, Jr., Keene

COMMISSIONER OF EDUCATION

Robert L. Brunelle, Ed.D.

DEPUTY COMMISSIONER

Neal D. Andrew, Jr., Ph.D.

ROBERT L. BRUNELLE
COMMISSIONER
Tel. 271-3144

NEAL D. ANDREW, JR.
DEPUTY COMMISSIONER
Tel. 271-3145

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
410 STATE HOUSE ANNEX
CONCORD 03301

# MESSAGE FROM THE COMMISSIONER OF EDUCATION

All of us involved in education have a responsibility to provide reliable information about the results our schools are getting. The initiative taken in this document is based upon the need to act on those results so as to provide better education for children. Therefore, I am proposing a set of steps which will lead to reliable reporting of student performance and effective planning based on that information.

When implemented by local school districts, the guidelines in this document should result in a process which will produce a consistent link between educational outcomes and planning. Once educational outcomes, planning and involvement by all facets of the educational community are tied together, I believe we will all have a solid basis upon which to achieve the long term improvement of our schools.

It is to this rewarding endeavor that I give my complete support.

Robert L. Brunelle

Robert L. Brunelle, Ed.D.
Commissioner of Education

TABLE OF CONTENTS


Basis of Authority . . . . . 1

Section I — Introduction and Description of the Accountability Plan . . . . . 3

Section II — Criteria for Approval . . . . . 5

Section III — New Hampshire Educational Accountability - 1981 and Beyond . . . . . 9

Section IV — Reporting Procedures . . . . . 11

Section V — Suggested Essential Student Outcomes for State-Mandated Learning Fields . . . . . 13

## BASIS OF AUTHORITY

The regulations of the State Board of Education clearly recognize that local school boards have direct policy control over all areas of school operation including curriculum. The regulations further provide that the superintendent shall serve as the executive head of the public schools. On January 17, 1973, under authority of New Hampshire Revised Statutes Annotated 186:5, the State Board of Education adopted a comprehensive set of regulations delineating the powers and duties of superintendents, school boards, and principals.

Section 6 of the "Powers and Duties of School Boards" is the basis of authority for the establishment of the New Hampshire Accountability Plan. (Section 6 follows.)

> "School boards shall, in consultation with the Superintendent and in accordance with statutes and regulations of the State Board of Education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the appropriate review of such programs and make public the results of such investigations."

SECTION I

INTRODUCTION AND DESCRIPTION OF THE ACCOUNTABILITY PLAN

## Introduction

New Hampshire citizens have a desire to improve the education of children. This search for improvement is motivated by the realization that there is a direct relationship between education and the degree to which each of us is able to lead a full and productive life. In order to facilitate improved educational opportunities:

> New Hampshire parents are encouraged to continue an active role in the education of their children;
>
> New Hampshire school boards are encouraged to employ sound management and planning practices; and
>
> New Hampshire educators are encouraged to further clarify educational outcomes for students. As a result:
>
> New Hampshire students will continue to receive sound and rewarding educational experiences which will lead to improved learning; and
>
> New Hampshire taxpayers will be reassured concerning the value of their financial investment in education.

Thus, the State Department of Education, in cooperation with all school districts, embarks upon the following planning and student competency program in an effort to constructively improve our utilization of the total investment of New Hampshire's citizens in the education of children.

To assist local districts in carrying out the New Hampshire Accountability Plan, the Commissioner of Education has established an Accountability Unit which will be responsible for monitoring the development and implementation of local plans. The Commissioner has also created a Joint Management Council. The Council, a representative group of 17 key decision makers in New Hampshire education, will serve as an advisory group to the members of the Accountability Unit and will co-sponsor several planning clinics during 1978. Further, this group, in cooperation with the State Department of Education, will develop and offer to local districts a detailed description of suggested methods for implementing the accountability planning process.

In addition, two groups of department consultants will work with the accountability office. One group, process specialists, will serve as field agents helping local school districts develop their plans. The second group, subject area specialists, has developed suggested essential student outcomes in the fields of the English language arts, mathematics, United States history and government and New Hampshire history and government. These consultants will be available to assist local districts as they develop student indicators and assessment procedures appropriate

for their own student populations.

Description of the New Hampshire Accountability Plan

The primary purpose of our educational system is to help each student fully realize his/her potential for learning. The New Hampshire Accountability Plan is based on the assumption that improved student learning requires that we, as educators, clearly describe our intended outcomes for students, develop a system for monitoring their progress toward achievement of these outcomes, institute a process for reporting that progress to the people of our respective communities, and formulate management plans which are consistent with assessment results and will promote improved student performance. To foster this effort, the State Department of Education has developed a six step planning process through which students' performance may be assessed against locally designated student outcomes and the results used to design local improvement plans.

Each school system must identify those essential fields of student learning for which they are responsible and apply the planning process described in this document to those areas. The fields to be addressed must include, but need not be limited to, the following.

- The English language arts
- Mathematics
- United States history and government
- New Hampshire history and government

## SECTION II

## CRITERIA FOR APPROVAL

### Pre-planning Process

Upon receipt of these guidelines, each local school district must begin to prepare a design showing how the New Hampshire Accountability Plan will be carried out. At a minimum, this design should outline implementation procedures and establish benchmarks for the completion of each of the six steps. Districts may structure this design on their own, in cooperation with other districts in their union, or on a regional basis. The district, union, or regional plan must be submitted to the Accountability Unit, State Department of Education, by January 1979.

### Accountability Planning Process

By June 1981, each local school district must utilize the process developed in their pre-planning phase to complete each of the following steps.

1. Develop essential student outcomes for both state mandated and locally designated fields of learning.
2. Develop performance indicators for all essential outcomes.
3. Design and carry out sound assessment procedures.
4. Analyze the assessment data.
5. Report assessment results to the State Department of Education and the local community.
6. Develop a management plan based on assessment results.

A local district will be in compliance with the state accountability requirements if it follows the guidelines listed below for each of the state mandated fields cited in Section I.

STEP 1: DEVELOP ESSENTIAL STUDENT OUTCOMES. Essential student outcomes represent specific expectations of what a student should be able to do at a designated point in his/her education.

#### GUIDELINES

- Essential outcomes are feasible and realistic end results of a district's program.
- Essential outcomes describe those behaviors which directly result from learning activities carried out as part of a district's program.

- Essential outcomes should be stated in language that can be easily understood by the public.

- Essential outcomes should be stated in terms of student learning.

- Essential outcomes should be specified for, at least, grades 4, 8, and 12. (If these grade designations are not appropriate, modifications may be negotiated with the Accountability Unit.)

STEP 2: DEVELOP PERFORMANCE INDICATORS FOR EACH ESSENTIAL OUTCOME. Performance indicators represent an identifiable and measurable part of what students should be able to do. They state a tangible amount of knowledge, competency, or attitude that will allow one to determine if the essential student outcome has been achieved.

GUIDELINES

- Performance indicators should be stated in terms of specific student learnings.

- Performance indicators should be stated in measurable terms; they need not, however, include any reference to a specific type of measurement or measurement instrument.

- Performance indicators should be stated in language that can be readily understood by the public.

- Performance indicators should describe those outcomes that directly result from a school's program.

STEP 3: DESIGN AND CARRY OUT SOUND ASSESSMENT PROCEDURES. Assessment is a structured experience by which the student demonstrates how effectively he/she has mastered the indicator.

GUIDELINES

- A district should describe how it selected or developed instruments used in measuring student outcomes and show that the instruments are valid and reliable.

- Every assessment should measure the student's performance against a district's stated essential outcomes.

- Each locally developed instrument should be reviewed by a district team and a qualified measurement specialist.

- Each instrument should be pre-tested.

. Each instrument should be designed to provide objective information. Rating scales and observation schedules should be accompanied by specific directions which enable them to be used repeatedly or by several teachers with consistency.

STEP 4: ANALYZE THE ASSESSMENT DATA. The analysis of data is a set of procedures used to examine assessment results so that we may determine what the test scores or observed student behaviors tell us about student performance.

GUIDELINES

. Assessment data should be analyzed on a district wide basis.

. Analysis should deal with total scores and item by item scores on a group basis rather than on an individual basis.

STEP 5: REPORT ASSESSMENT RESULTS TO THE STATE DEPARTMENT OF EDUCATION AND THE LOCAL COMMUNITY. The reporting of results provides the public with clear, understandable information on student performance.

GUIDELINES

. Reports by a local district to the State Department of Education must include the following.

A. A summary report and analysis of student performance data

B. A description of the process used to publicize results

. Reports to the local community should, at a minimum, describe a district's results of the assessment of student performance in relation to locally developed outcomes.

. Reports should be written in language that can be easily understood by the public.

STEP 6: DEVELOPMENT OF A MANAGEMENT PLAN BASED ON ASSESSMENT RESULTS. Once the analysis of the assessment is complete, the results should be used to develop a management plan which will outline any changes that a district deems necessary to improve student performance. In other words, the management plan will describe how a school district is going to get from where it is to where it wants to go.

## GUIDELINES

- Development of a Management Plan is the responsibility of the local school board in consultation with the superintendent. In addition, school boards are urged to involve local administrators, teachers and parents in the formulation of their plan.

- The plan should make specific recommendations for improvement.

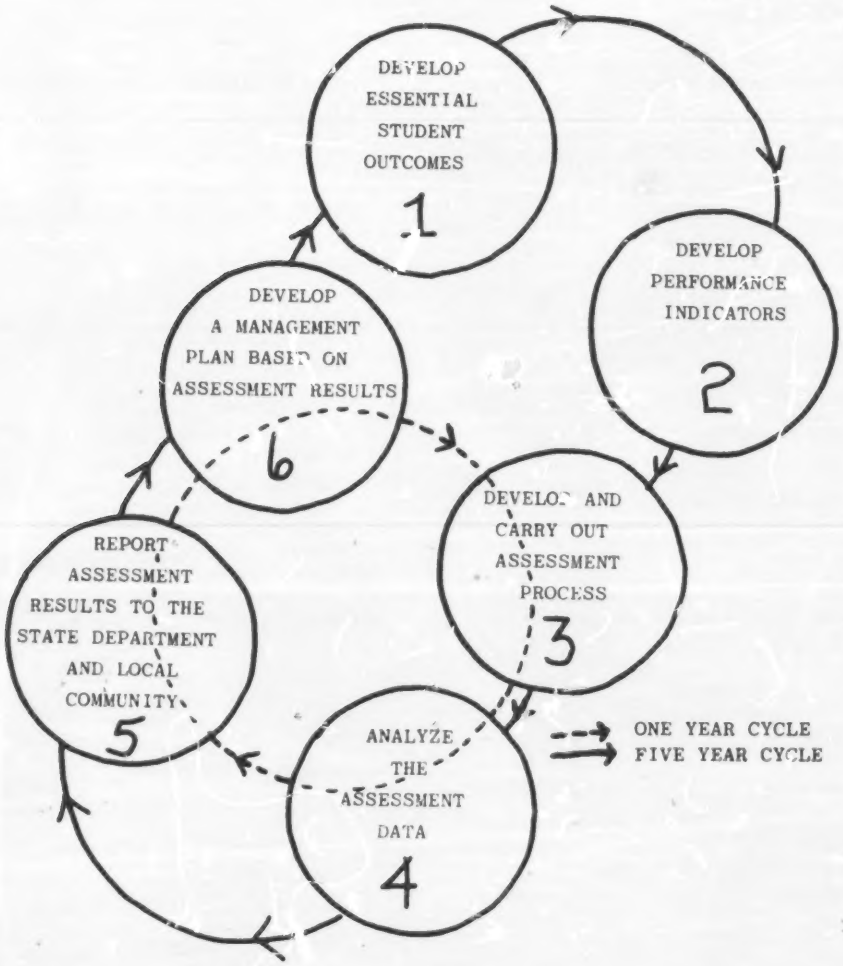
- The plan should identify the resources needed to attain the results, e.g. instructional resources, physical resources, staff development resources, and financial resources.

- The plan should describe in detail any program changes a district intends to implement.

SECTION III

NEW HAMPSHIRE EDUCATIONAL ACCOUNTABILITY - 1981 AND BEYOND

The New Hampshire Accountability Plan can be graphically illustrated as follows.




The plan contains two cycles - a five-year cycle encompassing all six steps of the process and a one-year cycle which provides for monitoring and reporting student performance and revising local improvement plans. Once in place (e.g. by June 1981), the plan calls for re-evaluation of essential student outcomes and related performance indicators every five years. Such re-examination provides the opportunity for local school districts to insure that outcomes remain consistent with current philosophy and goals.

The one-year cycle is the heart of the plan. It provides for the continuous monitoring of student performance, regular analysis of assessment data, orderly reporting to the public, and informed program modification.

## SECTION IV

## REPORTING PROCEDURES

1. The district, union, or regional implementation design structured during the pre-planning phase must be submitted to the Accountability Unit by January 1979. Each design must include a projected time line for the accomplishment of the six steps contained in the accountability planning process. All steps in the accountability process must be completed by June 1981.

2. The New Hampshire Accountability Unit will monitor the progress of state-wide implementation of the Accountability Plan. To assist in this effort each district must inform the Accountability Unit as soon as each step of the accountability planning process is completed. It is expected that all steps will be completed according to the time line reported in number 1.

3. As soon as they are completed, but no later than June 1981, each district must submit its report of assessment results and its management plan to the Accountability Unit.

All reports should be sent to the following address.

Director, Accountability Unit
Office of the Commissioner
State Department of Education
410 State House Annex
Concord, NH 03301

Tel. (603) 271-2657

## SECTION V

## SUGGESTED ESSENTIAL STUDENT OUTCOMES FOR STATE-MANDATED LEARNING FIELDS

The New Hampshire Accountability Plan calls for the implementation of a planning model which includes monitoring student performance in four state-mandated and other locally designated fields of learning. This section identifies *suggested* essential student outcomes in the mandated fields.

### The English Language Arts

Communication is essential to human survival in Twentieth Century America. A student must be able to communicate both orally and on paper and must also be able to receive and evaluate media messages.

The following are *suggested* essential student outcomes within the English language arts. Local school districts should consider these as they identify *their* essential student outcomes and specify performance indicators for grades 4, 8, and 12.

- Reading Comprehension

  Students should be able to comprehend material that is read and interpret this material literally and critically. This comprehension includes the ability to recall the main idea, utilize context clues, recall the sequence of events, distinguish between fact and non-fact, and relate reading to personal experience.

- Study Skills

  Students should be able to employ a variety of study skills enabling them to locate and make use of specific information and organize what they have read. Study skills include the ability to carry out written directions, read for a variety of purposes, locate details in answering specific questions, alphabetize, and categorize.

- Listening

  Students should demonstrate the ability to comprehend speech. This skill includes the capacity to receive, remember, and evaluate ideas presented orally and follow oral directions.

- Non-Lingual Comprehension

  Students should demonstrate the ability to comprehend concepts transmitted by sight symbols, such as pictures and diagrams or by body movements such as gestures and facial expressions. Non-lingual comprehension also involves the ability to understand road signs and interpret messages transmitted through movies and television.

. Speaking

Students should demonstrate an understanding of formal, informal, and casual speech and the ability to speak effectively in conversation.

. Composition

Students should demonstrate the ability to organize material and show logical development of ideas through writing.

. Vocabulary Development

Students should demonstrate the ability to read words and understand their structure and meaning. This skill includes the ability to recognize that particular words may have multiple meanings, to use syllabication, pronounce, and analyze new words.

. Handwriting

Students should demonstrate the ability to write legibly, including filling out forms as directed and taking legible notes.

## Mathematics

Basic knowledge of mathematics is essential for any citizen desiring to participate fully in today's society. The following are *suggested* essential student outcomes within mathematics. Local school districts should consider these as they identify *their* essential student outcomes and specify performance indicators for grades 4, 8, and 12.

. Problem Solving

Students should be able to solve mathematical problems at the appropriate reading and mathematical skill level.

. Applying Mathematics

Students should be able to apply mathematical skills to solve problems related to everyday situations.

. Alertness to Reasonable Results

Students should be able to estimate results of calculations, approximate size and number, and, generally, have a sense of the reasonableness of their results.

. Geometry

Students should learn the geometric concepts they will need to function in today's world.

. Measurement

Students should be able to measure length, area, weight, capacity, time, temperature, and angle size.

. Charts, Graphs

Students should be able to read, construct, and draw conclusions from simple tables, maps, charts, and graphs.

. Using Mathematics to Predict

Students should be able to determine the probability of chance events and be familiar with how mathematics is used to help make predictions.

. Calculators, Computers, and Tables

Students should be able to select and use appropriate devices to assist them with calculations and solutions of problems.

. Appropriate Computational Skills

Students should be able to use the basic symbols, elements, operations, and structure of arithmetic with whole numbers, fractions, decimals, and integers.

History and Government

RSA 189:11, as amended by the 1975 Legislature, requires that schools offer instruction in the areas of history and government.

"RSA 189:11 -- Instruction in National and State History and Government. In all public and private schools in the state there shall be given regular courses of instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government and of the federal government. Such instruction shall begin not later than the opening of the eighth grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire."

The language of the legislation is not specific in defining the precise nature and scope of the mandated instruction. The freedom thus offered to schools promotes and encourages the establishment of flexible and innovative programs that reflect local resources, needs, and expectations. But, this freedom also requires schools to establish precise goals and to regulate and evaluate their instructional programs. The establishment of essential student outcomes is one way of meeting this requirement.

The instruction mandated by RSA 189:11 may be viewed as consisting of three interrelated components.

- Teaching the history of the nation and the state
- Teaching the constitutions of the nation and the state
- Teaching the organization and operation of New Hampshire municipal, county and state governments and the federal government

The following are *suggested* essential student outcomes related to RSA 189:11. Local school districts should consider these as they identify *their* essential student outcomes and specify performance indicators for grades 4, 8, and 12.

. History

Students should be able to relate a knowledge of their heritage to the issues of today and the anticipated future.

Mandating the teaching of history is a legislative action common to most states. While historians, legislators and the public may hold a variety of views as to the value and subsequent utilization of historical knowledge, society wants its members to know of the past. Historical knowledge may be viewed as a developer of skills, a transmitter of values, and a resource for problem solving. Students may be expected to know history in order to determine values and to analyze, predict and seek solutions.

. Constitutions

Students should be able to express an understanding of those rights guaranteed by our constitution.

Students should be able to express an understanding of the constitutional bases of federal and state government.

Federal and state constitutions as historical documents are part of our Nation's heritage. In addition, they serve as the basis for our system of government and law. Thus, these documents may be studied as statements of values and also serve the citizen as a resource for understanding and interacting with law and government.

. Government

RSA 189:11 clearly identifies various levels of government and uses the words *organization* and *operation* when it mandates the teaching of government. Therefore, some appropriate student outcomes can be framed in the following manner.

Students should be able to demonstrate a knowledge of how government both regulates and serves society.

Students should be able to express a knowledge of how government responds to the will and the needs of society.

Students should be able to express an awareness of how governments raise and spend money.

In developing *their* essential student outcomes districts should consider incorporating the following items.

- The chronology of historical events
- The concept of multiple causation
- The impact of constitutional rights
- The structure of their governments
- The processes of influencing government
- The funding, and spending of money by governments

If--if he stood! Enough of ifs!
He knew a path that wanted walking;
He knew a spring that wanted drinking;
A thought that wanted further thinking;
A love that wanted re-renewing.
Nor was this just a way of talking
To save him the expense of doing.
With him it boded action, deed.

- ROBERT FROST -
*from A Lone Striker*

## JOINT MANAGEMENT COUNCIL

Ebba Andersen, Teacher
Harry Anderson, Administrator
Robert Bellavance, Administrator
Ann Bradley, School Board Member
Mary Brown, School Board Member
Keith Burke, Principal
Rose Cronk, Teacher
George Disnard, Administrator
Steven Groves, Principal
Fokion Lafionatis, Administrator
Richard Lizotte, Principal
Daniel Nason, Teacher
Byron Niederhelman, Principal
Michael O'Keefe, Teacher
Laura Serafin-Horan, Teacher
Donald Spalding, School Board Member
Donna Zeras, School Board Member

## DIRECTORS, ACCOUNTABILITY UNIT

Michael Brophy
John Davy

Secretary

Sharon Blake

## STATE DEPARTMENT OF EDUCATION CONSULTANTS

Field Agents

Gary Barker
William Ewert
Josephine Hayslip
William Kolinsky
Leon Worthley

Subject Area Specialists

Joanne Baker
James Carr
Carter Hart
Cynthia Mowles
Fernand Prevost

It is the policy of the New Hampshire Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, and/or handicap.